



# South Carolina

# AHEC Scholars

# Handbook



## South Carolina AHEC

The South Carolina Area Health Education Consortium (AHEC) is a state agency that provides education, recruitment and retention programs to improve the training, diversity and distribution of South Carolina's healthcare workforce. South Carolina AHEC began in 1972 as one of the 11 originally funded projects of the federal AHEC program. The South Carolina AHEC System is comprised of a program office located at the Medical University of South Carolina, four regional AHEC centers and family medicine residency training programs throughout the state.

South Carolina AHEC connects students and professionals with the tools, training and resources necessary to provide quality healthcare, with a focus on primary care for rural and underserved communities. We provide education, recruitment and retention programs to build and support the healthcare workforce South Carolina needs.

## AHECs and the Scholars Program

The AHEC Scholars Program is a nation-wide project, funded by the Health Resources and Services Administration (HRSA). Each AHEC is creating an AHEC Scholars program for their state, along the same set of guidelines and requirements, in order to increase the diversity and distribution of the nation's healthcare workforce.

## Partners

*This project would not be possible without our excellent partners:*

Medical University of South Carolina  
South Carolina Center for Rural and Primary Healthcare  
South Carolina Office of Rural Health  
University of South Carolina

*SC AHEC has received federal funds from HRSA (Grant #U77HP03019) to assist in the development and implementation of the AHEC Scholars program.*

# Table of Contents

<b>About the SC AHEC Scholars Program .....</b>	<b>3</b>
<b>Areas of Focus .....</b>	<b>3</b>
Core Topics .....	3
Primary Care and Serving the Underserved .....	3
<b>Program Benefits .....</b>	<b>4</b>
<b>Eligibility Requirements .....</b>	<b>4</b>
Who Can Apply? .....	4
<b>Program Requirements.....</b>	<b>5</b>
<b>Expectations for AHEC Scholars .....</b>	<b>5</b>
Data Collection.....	5
<b>Experiential &amp; Didactic Opportunities .....</b>	<b>6</b>
<b>Didactic vs. Experiential .....</b>	<b>6</b>
<b>Overview of Opportunities .....</b>	<b>6</b>
<b>Rotations, Fieldwork and Clinical Experiences.....</b>	<b>7</b>
<b>How Can I Count Experiences and Activities Not Listed Here? .....</b>	<b>7</b>
<b>Professional Development &amp; Funding.....</b>	<b>7</b>
<b>AHEC Scholars Online Module Descriptions .....</b>	<b>7</b>
<b>MUSC Interprofessional Elective Examples .....</b>	<b>15</b>
<b>USC Interprofessional Elective Examples.....</b>	<b>16</b>
<b>AHEC Scholars Advisors &amp; Faculty .....</b>	<b>17</b>
<b>Regional AHEC Coordinators.....</b>	<b>17</b>
Lowcountry AHEC .....	17
Mid-Carolina AHEC .....	18
Pee Dee AHEC .....	18
Upstate AHEC.....	18
<b>Ways to stay connected .....</b>	<b>19</b>
<b>South Carolina AHEC Scholars Faculty.....</b>	<b>20</b>
South Carolina AHEC Faculty .....	20
MUSC Faculty .....	20
USC Faculty .....	22
<b>Frequently Asked Questions .....</b>	<b>24</b>
<b>AHEC Scholars Checklist.....</b>	<b>25</b>
<b>Activity Tracking Sheet – Year 1.....</b>	<b>26</b>
<b>Activity Tracking Sheet – Year 2.....</b>	<b>27</b>

# About the SC AHEC Scholars Program

The South Carolina AHEC Scholars program is a part of a national initiative to prepare tomorrow's health professionals to become leaders in interprofessional, transformative practice who serve those who need it the most.

The program consists of didactic and experiential training opportunities with a focus on interprofessional primary care and service to rural and underserved populations. AHEC Scholars will receive preference for innovative, team-based clinical fieldwork placements, in addition to networking opportunities with leaders and primary care professionals from across the state and nation.

## Areas of Focus

### Core Topics

Per requirements from the Health Resources and Services Administration (HRSA), all training will be focused around the following core topics:

- **Telehealth** leverages technology to extend access to care to individuals who may not otherwise be able to travel or reach health services. This can include extending access to specialists in rural and underserved areas, allowing for coordinated and patient-centered care and supporting the patient-centered medical home.
- **Interprofessional Education** supports a coordinated, patient-centered model of health care that involves an understanding of the contributions of multiple health care professionals.
- **Behavioral Health Integration** promotes the development of integrated primary and behavioral health services to better address the needs of individuals with mental health and substance use conditions.
- **Social Determinants of Health** includes five key areas (determinants) [Economic Stability, Education, Social and Community Context, Health and Health Care, and Neighborhood and Built Environment] and their impact on health.
- **Cultural Competency** seeks to improve individual health and build healthy communities by training health care providers to recognize and address the unique culture, language and health literacy of diverse consumers and communities.
- **Practice Transformation** aims to fully support quality improvement and patient-centered care through goal-setting, leadership, practice facilitation, workflow changes, measuring outcomes, and adapting organizational tools and processes to support new team-based models of care delivery.
- **TeamSTEPPS®** is an evidence-based set of teamwork tools, aimed at optimizing patient outcomes by improving communication and teamwork skills among health care professionals.
- **COVID-19** activities will focus on skills needed to care for patients with COVID-19 and to support the health of our communities during the COVID-19 pandemic.

### Primary Care and Serving the Underserved

The Institute of Medicine (IOM) Committee on the Future of Primary Care [defines primary care](#) as "the provision of integrated, accessible health care services by clinicians who are accountable for addressing a large majority of personal health care needs, developing a sustained partnership with patients, and practicing in the context of family and community."

In South Carolina, all but one county is designated as a full or partial health professions shortage area. With so many South Carolinians in need of access to health care, the need for health professionals to practice full-scope primary care in rural areas is great.

## Program Benefits

- Network and receive mentoring opportunities with established leaders in primary care and rural health in South Carolina
- Network with other AHEC Scholars across the nation
- Receive preference for innovative team-based clinical fieldwork placements/rotations
- Increased competitiveness for SC AHEC rural incentive grants
- Certificate recognizing you as an AHEC Scholar and leader in primary care
- Stipends to assist with professional development and travel expenses to rural clinical sites

## Eligibility Requirements

### *Who Can Apply?*

Health profession students from various disciplines and institutions are encouraged to apply and participate in AHEC Scholars. Preference will be given to individuals with/that meet one or more of the following:

- South Carolina resident
- Rural background
- Commitment to a rural lifestyle
- Commitment to primary care
- Underrepresented minority
- Disadvantaged background

Students are eligible to apply to the South Carolina AHEC Scholars Program if accepted/enrolled in a graduate-level health professions education program in South Carolina and are able to participate in and complete 2 years of the AHEC Scholars program preferably coinciding with graduation.

Applications are accepted in the Fall, Spring and Summer of each year. Preferred application times are listed for some training programs below:

- Dental Medicine - 2nd Year or 3rd Year
- Nurse Practitioner - 1st or 2nd year (for programs over 2 years)
- Master of Social Work - 1st Year
- Medicine - 2nd Year or 3rd year
- Pharmacy - 3rd Year
- Physician Assistant Studies - 1st Year
- Speech-Language Pathology - 1st Year
- Physical Therapy - 2<sup>nd</sup> Year

# Program Requirements

The AHEC Scholars program provides students with innovative, interprofessional training and mentoring focused on building the skills and competencies needed to help transform primary care and improve patient care.

*To successfully complete the AHEC Scholars Program, students will:*

1. Attend orientation
2. Complete baseline evaluation survey
3. Participate in the AHEC Scholars program for at least 2 years
4. Complete 40 contact hours of experiential and 40 hours of didactic activities during each of the two years of the program. Opportunities include:
  - Primary care focused interprofessional simulation activities
  - Partnering with SC primary care leaders on quality improvement initiatives
  - Fieldwork placements/rotations in team-based practice settings
  - Access to online courses focused on core topics
5. Maintain enrollment in an eligible health profession academic program and be in good academic standing
6. Complete AHEC Scholars program evaluation
7. Complete a follow-up evaluation 1 year after exiting the program

## Expectations for AHEC Scholars

South Carolina AHEC expects that its AHEC Scholars will:

- Complete training in each of the core topic areas (see page 1)
- Complete evaluations to assist with quality improvement of the AHEC Scholars program
- Actively engage with your interprofessional colleagues

## Data Collection

South Carolina AHEC is committed to the delivery of quality services and information to its scholars. Accordingly, all participants within the AHEC Scholars program will be asked about their involvement for quality improvement. Additionally, SC AHEC has received federal funds from HRSA (Grant #U77HP03019) to assist in the development and implementation of the AHEC Scholars program. Demographic information and assessment data will be collected and reported as requested by our funders and will not identify individuals. If you have any questions regarding the reporting of data, please contact Jennifer Bailey at [baileyje@musc.edu](mailto:baileyje@musc.edu).



# Experiential & Didactic Opportunities

## Didactic vs. Experiential

**Didactic education** consists of online learning modules and elective classes in which material is presented through lectures and readings for example. You will see and hear material in this type of learning. Didactic education must be focused on the eight core topic areas: interprofessional education, behavioral health integration, social determinants of health, cultural competency, practice transformation, TeamSTEPPS®, telehealth, and COVID-19. This can include a variety of activities such as the AHEC Scholars online modules, Interprofessional Electives, lectures, seminars as well as others. Active scholars are required to complete 40 hours (contact hours not semester hours) per year in addition to required courses for the health professions degree program. Please see the following menu of activities.

**Experiential training** gives students the opportunity to apply/practice what has been learned in didactic settings. Experiential learning includes hands-on activities in a clinical or community-based setting, as well as simulations and active engagement in virtual programs. For the AHEC Scholars program experiential learning should be focused on rural or underserved populations in a team-based setting.

## Overview of Opportunities

The following is a listing of possible activities to meet the criteria identified by the AHEC Scholars program. Each month, a newsletter is sent to AHEC Scholars to highlight additional opportunities.

<b>AHEC Scholars Online Modules</b>	The SC AHEC Learning Portal has over 80 contact hours of online modules addressing each of the core topic areas. Scholars will have some required modules and many choices for other core topic content that are self-paced and online. Please see the module details for the number of experiential and didactic credits available.  Access information will be provided after acceptance to the AHEC Scholars Program.
<b>Experiential Activities</b>	
<b>Simulation Activities</b>	Students have the opportunity to participate in IP Primary Care focused simulation activities.
<b>Interprofessional Electives/Activities</b>	Varies by institution – Scholars credit is available for elective courses that are not part of your required academic program curriculum
<b>Non-Credit Experiential IP Activities</b>	Varies by institution. Examples include: MUSC Students: Simulated Interprofessional Rounding Experience (SIRE) USC Students: IPP Experiences, QuEST Program, IHI Open School
<b>Volunteer at Health Clinics or Health Screenings</b>	Charleston area Students: MUSC CARES Medical Clinic, Shifa Clinic, One80 Place, ECCO Clinic, St. Andrews, Dream Center Clinic, Fetter Clinics  Columbia Area: Healthy Columbia, The Free Medical Clinic, FoodShare
<b>Institute for Primary Care Seminars</b>	The SC AHEC Institute for Primary Care Seminars are held monthly between September and April each year. (1 didactic and .5 experiential hours per live session attended)

<b>Interprofessional Team Case Conference (ITCC)</b>	The ITCC allows students to engage in interprofessional activities while on community-based rotations. Web-based videoconference technology allows students to collaboratively contemplate patient care from wherever they are located across the state. During the case conference, students bring the knowledge of their respective fields to the table to develop an interprofessional care plan and to discuss patient/person-and family-centered care, identification of social determinants impacting a patient's health, identification of needed clinical services and community resources, care coordination, and population health implications. (3 experiential credit hours)
--	--

## Rotations, Fieldwork and Clinical Experiences

Clinical/Fieldwork Placements/Rotations/Externships that are part of your academic program, can be counted towards the 40 experiential hours for the Scholars program if the experience is in 1) a team-based learning environment and 2) serves rural and/or underserved populations.


### How Can I Count Experiences and Activities Not Listed Here?

Log in to your account on the AHEC Learning Portal (<http://www.scahec.net/Learn>) and submit additional experiences from your AHEC Scholars page. Your AHEC Scholars Advisor will review and approve other activities you submit to count toward your AHEC Scholar hours and determine the number of eligible didactic and experiential contact hours.

## Professional Development & Funding

Students who would like to attend community events, continuing professional development opportunities, conferences, etc. can apply to have the expenses covered. The funding can go toward transportation, registration fees, materials, etc. for professional development (experiential or didactic credits) within the AHEC Scholars program. Interested students should complete the [AHEC Scholars PD Funding Application](#).

## AHEC Scholars Online Module Descriptions

There are more than 80 contact hours of educational material to choose from on our online learning system: AHEC Learning Portal (ALP). Some modules are required for all AHEC Scholars and the rest are available to complete for credit toward your annual 40 didactic and 40 experiential contact hours. Modules with a  icon are part of the Health Humanities series.

Name and Description	Didactic Hours	Experiential Hours
<b>AHEC Scholars Introduction</b> (Required)	2	0
<b>Introduction to SC AHEC Core Topics</b> (Required) This course provides an introduction and orientation to the eight SC AHEC Core Topics, which are: Telehealth, Interprofessional Education, Behavioral Health Integration, Social Determinants of Health, Cultural Competency, Practice Transformation, TeamSTEPPS®, and COVID-19.	1	0



<b>Telehealth Presenter Certification</b> (Required) Participants will learn about the responsibilities of provider and patient sites during telehealth encounters and how to "present" the patient during a telehealth examination.	2	0
<b>TeamSTEPPS® for Office-Based Care</b> (Required) Participants will become familiar with the principles, tools and strategies of TeamSTEPPS® to assist in developing and optimizing team knowledge and performance in an office-based care setting. Adapted from the TeamSTEPPS® for Office-Based Care curriculum (founded by Agency for Healthcare Research and Quality) this course is intended to assist clinical and nonclinical staff in improving the quality of care and patient safety at their organization.	10	0
<b>Quality Improvement Fundamentals &amp; Methodology</b> (Required) Participants will learn the fundamentals of healthcare improvement and basic improvement methodology by participating in Institute of Healthcare Improvement (IHI) online courses and activities to apply learning.	6	0
<b>Practice Transformation</b> (Required) Participants will be introduced to the roles and responsibilities of a practice transformation consultant in quality improvement initiatives in SC. The module provides an overview of Practice Transformation concepts and apply these principles to a case-based discussion activity.	1.5	0
<b>AHEC Scholars Capstone</b> (Required) Participants will complete a capstone project to apply the skills and competencies gained during the longitudinal AHEC Scholars Program to the clinical setting.	7	0
<b>Modules with both experiential and didactic credit</b>		
<b>Addressing Common Challenges in Practice Operations   Application of Practice Transformation and Quality Improvement Strategies</b> Developed by South Carolina Office of Rural Health (SCORH) Practice Transformation Consultants and SC AHEC, this course provides students with interprofessional case studies focusing on patient-centered practice transformation and quality improvement initiatives.	3	1.5
<b>Advancing Racial Equity   Racism &amp; Reproductive Justice</b> Participants will take an in-depth look at racism as a driving force of the social determinants of health and equity in the United States. Participants will watch APHA webinars, recorded virtual discussions, and complete activities in order to explore efforts to address systems, policies and practices designed to limit and shape opportunities for people of color.	5	3
<b>Interprofessional Team Case Simulation   Opioid Use Disorder in the Pregnant Patient</b> The Interprofessional Team Case Simulation (ITCS) has been developed by an interprofessional faculty team, and seeks to provide students with an opportunity to contemplate patient care in a collaborative way, with each student bringing knowledge of their respective field to the table.	3	2

<b>Poverty and Health</b> In this module, participants will apply new concepts through the interactive poverty simulation that emphasizes foundational concepts decision making behaviors, comprehend individual and structural level factors that are relevant to understanding the complexities of poverty's role and health, describe the history of clinical and evidence-based research that presents significant implications of social disadvantages among America's vulnerable populations, and recognize local and national strategies to address the poverty and health paradox in the US.	1	2
<b>Partnering to Heal</b> The Partnering to Heal training highlights effective communication about infection control practices and ideas for creating a culture of safety in healthcare institutions. Users assume the identity of five main characters and make decisions about preventing Health Care-Associated Infections (HAIs): a physician, a registered nurse, an infection preventionist, a patient family member and a third-year medical student.	0.5	2
<b>Interactive Case Study for Interprofessional Practice</b> This course includes four interactive online modules and discussion questions which review the core concepts relating to communicating with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a patient-centered, team-based approach to the maintenance of health and the treatment of disease.	2.5	1.5
<b>Professional Roles</b> In this module, you will complete two sections: Care Coordination in the Primary Care Setting and The Things They Carried. In the first section, you will participate in an interactive eLearning module which introduces care coordination and common tools and strategies for care coordination in primary care. In the second module, you will focus on Tim O'Brien's <u>The Things They Carried</u> , a collection of stories on the Vietnam War.	1	1
<b>Modules with didactic credit only</b>		
<b>Black Fatigue: How Racism Erodes the Mind, Body, and Spirit</b> During this course, participants will read the book "Black Fatigue: How Racism Erodes the Mind, Body, and Spirit" by Mary-Frances Winters and analyze the impacts of racism on the health, economic, educational, and other social outcomes for Black people. In addition, participants will discuss strategies for implementing systemic change to reduce disparities in outcomes.	8	0
<b>Black Man in a White Coat: A Doctor's Reflection on Race and Medicine</b> During this course, participants will read the book "Black Man in a White Coat: A Doctor's Reflection on Race and Medicine" by Dr. Damon Tweedy and analyze the intersection of race and medicine in America. In addition, participants will discuss strategies health professionals can use to address healthcare disparities in the black community.	10	0
<b>Dreamland: The True Tale of America's Opiate Epidemic</b> During this course, participants will read the book "Dreamland: The True Tale of America's Opiate Epidemic" by Sam Quinones and analyze the complex factors which contributed to the rise of opiate addiction in the United States. In addition, participants will discuss how to address addiction with patients, family members, and the community.	16	0

<b>🔗 Addictions</b> This module contains two sections: The Opioid Epidemic in South Carolina and The Addict. The first section is a presentation by Sara Goldsby, director of South Carolina Department of Alcohol and Other Drug Abuse Services (DAODAS). The second section is based on a poem told from the perspective of a speaker who has been mugged and is struggling to find compassion and empathy for the addict who attacked him.	2	0
<b>🔗 Analogy of Teamwork in Art and Healthcare</b> John Singleton Copley's Watson and the Shark, 1778 (painting) represents a pivotal moment in several individual's lives and arguably creates tension in the viewer. Students will analyze the work of art, write and draw analogies between teamwork.	1	0
<b>🔗 Behavioral Health Integration</b> This module is made up of two sections: Eating Disorders Overview and Vincent VanGogh's, Portrait of Doctor Gachet. MUSC Health eating disorder specialists Renee Rienecke, Ph.D., Director of the Friedman Center for Eating Disorders, and Elizabeth Wallis, M.D., provide tips on identifying eating disorders in primary care and discuss evidence-based approaches to treating them in section one. In the second section, you will observe Vincent Van Gogh's, "Portrait of Doctor Gachet".	2	0
<b>Combating Maternal Mortality</b> Participants will examine the health disparities involved with the increasing maternal mortality rates in the U.S. and learn about national and statewide efforts to combat maternal mortality.	5	0
<b>🔗 Cultural Sensitivity in the Healthcare Environment</b> In this module, you have two sections to complete: Culturally Appropriate Care and The Spirit Catches You and You Fall Down. The first section discusses developing cultural knowledge, skills in understanding cross-cultural interactions, and an awareness and acceptance of the dynamic variety of people and populations we work with are all crucial components of cultural competence. And adding in the lifelong self-reflection process of cultural humility is key to improving care. The second section is comprised of an excerpt and two video clips.	2	0
<b>The Ripple Effect of Suicide</b> Participants will learn about the significant impact of suicide and the provider's role in suicide prevention and postvention.	3	0
<b>Oral Health and Poverty, Part 1</b> This is Part 1 of a two-part module. Participants will focus on the significance of oral health and systemic-related diseases and learn key aspects of public policy and social determinants of health that influence oral health disparities.	3	0
<b>Oral Health and Poverty, Part 2</b> This is Part 2 of a two-part module. Participants will learn the implications of poor oral health and look at potential solutions to reduce oral disease among vulnerable subpopulations living in the United States and examine potential solutions to reduce oral disease burden among vulnerable subpopulations living in the United States.	3	0
<b>Health Literacy</b> The goal of Health Literacy for Public Health Professionals is to introduce participants to the fundamentals of health literacy and demonstrate the importance of health literacy within public health practice.	1	0

<b>Healthcare Access and Utilization Among the Poor, Part 1</b> Students will have the opportunity to explore poverty thresholds and traditional poverty measures in the United States, understand the dimensions of healthcare access and describe the usage of healthcare utilization information to improve health outcomes for vulnerable populations.	3	0
<b>Healthcare Access and Utilization Among the Poor, Part 2</b> In Part 2 of this two-part module, students will continue to explore poverty thresholds and traditional poverty measures in the United States, understand the dimensions of healthcare access and describe the usage of healthcare utilization information to improve health outcomes for vulnerable populations.	3	0
<b>🔗 Homeless Population Health</b> Lars Eighner spent a period of time living homeless with his dog Lizbeth. During that time, he developed phlebitis and was forced to go to the emergency room for care. Read the short excerpt from chapter 9 of Eighner's memoir of homelessness, <u>Travels with Lizbeth</u> and answer the discussion questions that follow.	1	0
<b>🔗 ICARED Rural Behavioral Health</b> This module is comprised of two sections. You will complete ICARED Rural Behavioral Health Care and The Glass Castle. The Improved Care and Provision of Rural Access to Eliminate Health Disparities (ICARED) section discusses substance use treatment and recovery service needs in the rural United States and South Carolina. In the Glass Castle, you will watch two movie clips that show family dynamics surrounding addiction and locate articles about the integration of behavioral health services into primary care.	2	0
<b>ICARED Introduction to Rural Practice</b> This Improved Care and Provision of Rural Access to Eliminate Health Disparities (ICARED) module provides a brief introduction to assist in defining rural and explores rural needs, challenges and opportunities.	1	0
<b>ICARED Rural Health and Primary Care</b> This Improved Care and Provision of Rural Access to Eliminate Health Disparities (ICARED) module defines primary care and its relevance to rural communities, highlights rural health needs, explores unique challenges and practice considerations and discusses their implications for rural practice.	1	0
<b>ICARED Rural School-Based Behavioral Health</b> This Improved Care and Provision of Rural Access to Eliminate Health Disparities (ICARED) module explores the behavioral health needs of youth in the rural United States and South Carolina, interprofessional school- based behavioral health practice and practice considerations.	1	0
<b>🔗 The Illness Narratives</b> In the Illness Narratives: Suffering, Healing, and the Human Condition, Arthur Kleinman, a psychiatrist at Harvard Medical School, "observes the dichotomy between technological advances in medicine and the actual treatment of the ill, handicapped and dying. Profoundly moving reports illuminate the deprived lives of social outcasts, shunned and stigmatized, whose needs are not met by the medical community.	1	0

<p><b>🔗 Social Determinants of Health</b></p> <p>In this module you will complete two sections: What Are the Social Determinants of Health and Winter's Bone. In the first section, participants will view a presentation on Social Determinants of Health and how they are woven throughout Health People 2020. In the second section, participants view a clip from the film, <i>Winter's Bone</i>, about a teenage girl living in a rural area of the Ozarks.</p>	2	0
<p><b>🔗 Interprofessional Practice and Education</b></p> <p>In this module, you will complete two sections: Health Humanities - "How Do We Heal Medicine?" and The Nexus. "How Do We Heal Medicine?" is a Ted Talk by surgeon and writer Atul Gawande in which he reflects on the need for "pit crews" or strong teams in health care. In the Nexus, individuals see the potential of the Nexus to align health care redesign and interprofessional education to achieve the Triple Aim of improving the patient experience of care, improving the health of populations and reducing the per capita cost of health care. You will also see how a 'care and learning team' of students, community members, and practitioners interact with a patient to ensure that he takes better care of himself and stays out of the emergency room.</p>	2	0
<p><b>🔗 Looking at the Environment</b></p> <p>In this module, you have two sections to complete: Upstream and Hardball &amp; Junior Addict. In the first section, you will watch two Ted Talks that discuss the importance of a program that connects patients to basic care and resources. In the second section, you will watch a movie clip that reflects how certain circumstances of life may impact the health of the underserved living in poor, urban areas.</p>	2	0
<p><b>🔗 Media Depictions of Mental Illness</b></p> <p>This module is comprised of articles and media clips. You will view different depictions of mental illness and assess the accuracy of these depictions and the way they shape public attitudes toward mental illness and attitudes of primary health care providers.</p>	1	0
<p><b>🔗 Patient Centered</b></p> <p>In this module, you will complete two sections: Family Illness as Depicted in Visual Arts and Patient Centered Medical Home. In the first section, you will observe paintings by Edvard Munch. In the second section, you will see the features of the patient centered medical home framework.</p>	2	0
<p><b>🔗 Patient Identities</b></p> <p>This module contains two sections: Integrating LGBT Health into Medical Education and Rafael Campo's poem, "The Chart". In the first section, you will watch clinical vignettes. These clinical vignettes are a part of a series highlighting various aspects of the health of LGBT and gender nonconforming populations and are designed to give learners the opportunity to analyze clinician-patient communication strategies. In the second section, Rafael Campo's poem, "The Chart" invites readers to consider the value of engaging the patient instead of just the patient's chart.</p>	2	0
<p><b>🔗 Perspective of a Patient</b></p> <p>Rafael Campo is a Cuban-Italian poet and essayist who teaches and practices internal medicine at Harvard Medical School and Beth Israel Deaconess Medical Center in Boston. He notes that although patient's unique perspectives are critical to care, they are often overlooked or silenced in the current healthcare system: "In biomedicine, we're so good at appropriating the narrative—the biopsy report, the CT count, the potassium level. Writing gives</p>	1	0

patients an opportunity to say, this is my cancer, this is my HIV. It's not a generic, what you see on the mammogram or how many lymph nodes are positive—I'm an individual." In his poem "Hospital Writing Workshop," he explores the value of patient storytelling, highlighting how the telling of stories can be healing for patients and informative for healthcare providers—an idea also central to the theory of narrative medicine.		
<b>🔗 Perspective of a Patient's Family Member</b> Donald Hall, a poet, was married to another poet named Jane Kenyon, whom he watched suffer with and die of cancer. Both poets wrote extensively about their experiences as patient and caregiver/ family member (respectively). "The Ship Pounding" Hall presents a metaphor for the hospital setting from the family member's perspective.	1	0
<b>🔗 Questioning Authority</b> Terry Tempest Williams' essay relates to the "neighborhood and built environment" associated with social determinants of health.	1	0
<b>🔗 Rebuilding Trust with Patients</b> This module requires students to complete two short exercises that end with a brief reflection. Students will observe a piece of visual art, listen to a podcast, and read a short piece of literature, all of which cluster around figures in South Carolina medical history. This historical "case study" is aimed at providing insights into social histories that continue to shape community attitudes that rural and underserved populations may have toward health care "authorities" in South Carolina.	1	0
<b>Seeking Health Equity: Examining Racism as a Social Determinant of Health</b> This module will present two unfolding case studies based on real-world, actual events. The cases will require participants to review videos embedded into three modules and a summary module.	1.5	0
<b>Social Determinants of Health Within LGBTQ Populations</b> Participants will gain knowledge and applicable skills needed to advocate and improve health outcomes for LGBTQ patients and families.	4	0
<b>🔗 Technology, Innovation, and Patient Care</b> Since Mary Shelley published Frankenstein in 1818, writers and artists have explored the risks of innovation and the double-edged sword of medical technology. This module includes excerpts and clips and invites students to consider ethical challenges we are facing and will face in the future of healthcare—as ever-improving technologies allow us to provide rapid or groundbreaking interventions, but patients increasingly mourn the loss of the patient-provider relationship and its healing properties.	1	0
<b>Telehealth modules</b>		
<b>Telehealth Implementation</b> Participants will learn about the process of implementing and sustaining telehealth services in their organization. The course has a special focus on implementing telehealth services with rural and underserved populations.	2	0
<b>Telehealth Billing and Reimbursement Bootcamp</b> Participants will learn about federal, state and private payer changes in reimbursement of telehealth services. This course includes a post-test and evaluation.	2	0



<b>Telemental Health</b> Participants will receive an overview of telemental health services, including history, benefits, current models, and resources for implementation. This course includes a post-test and evaluation.	3	0
<b>Foundations of Telehealth</b> Participants will receive a brief overview of Telehealth in South Carolina, including history, terminology, and future directions.	2	0
<b>Virtual Tour of MUSC Center for Telehealth</b> Dr. Ragan DuBose-Morris & Michele Rains provide a virtual tour of the MUSC Center for Telehealth.	0.5	0

## MUSC Interprofessional Elective Examples

### Academic Credit to AHEC Scholars Contact Hours Conversion

1 academic credit hour = 15 AHEC Scholars contact hours  
2 academic credit hours = 30 AHEC Scholars contact hours

Course ID	Course Name	Academic Credit Hours	AHEC Scholars Contact Hours	
			Didactic	Experiential
IP-715	<b>Impact of Poverty and Healthcare</b>	3	45	0
IP-717	<b>Telehealth Teams of the Future</b>	3	45	0
IP-729	<b>Focus on Food in Medicine</b>	1	15	0
IP-738	<b>Seminars in Research Ethics</b>	1-1.25	15-18.75	0
IP-742	<b>Interprofessional Study of ASD-ND I</b>	2-2.5	30-37.5	0
IP-751	<b>Translational Research</b>	1	15	0
IP-754	<b>Fundamentals of TeamSTEPPS®</b>	1-3	15-45	Varies
IP-756/CG S-756	<b>Integrated Interprofessional Studies</b>	3	0	45
IP-770	<b>Culinary Health and Wellness</b>	1	0	15
IP-779	<b>Culturally Sensitive Care</b>	1	15	0

## USC Interprofessional Elective Examples

### Academic Credit to AHEC Scholars Contact Hours Conversion

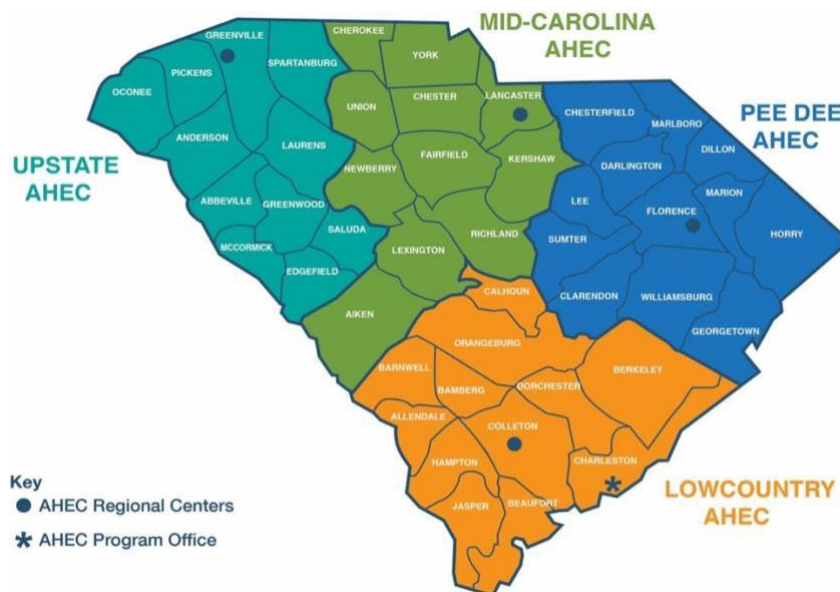
1 academic credit hour = 15 AHEC Scholars contact hours  
2 academic credit hours = 30 AHEC Scholars contact hours

Course ID	Name and Description	Academic Credit Hours	AHEC Scholars Contact Hours	
			Didactic	Experiential
SOWK 678 / PUBH 678	<b>Transforming Health Care for the Future</b> Foundation for beginning health professions students to gain an understanding of the complexities of the health care system through experiential activities conducted in interprofessional teams and the importance of interprofessional collaboration in order to improve the system.	1	15	0
SOWK 679/ HPEB 679/ SCCP 788/ PHMY 788	<b>Addressing Childhood Obesity Through Community Approaches</b> Prevention of childhood obesity, using perspectives from health, social work, exercise science, pharmacy, medicine, and behavioral nutrition. Training to teach diet/physical activity lessons in elementary school settings.	2	21	9

# AHEC Scholars Advisors & Faculty

## Regional AHEC Coordinators

South Carolina AHEC is comprised of one Program Office and four regional centers across the state. The regional AHEC Centers provide services to healthcare providers and students in all counties of South Carolina.



Each Regional Center has a Health Professions Student (HPS) Coordinator who will serve as your AHEC Scholars Advisor. In this role, they will advise you on activities to meet the AHEC Scholars requirements as well as assist with housing, rotation/fieldwork placements, and quality improvement projects. Your regional HPS coordinators will serve as your primary guide throughout your time in the AHEC Scholars program.

Regional HPS Coordinators will:

- Monitor your progress of didactic and experiential hours to ensure you are on track for successful completion
- Review and approve self-reported activities to count toward your AHEC Scholars hours and determine the number of eligible hours
- Provide assistance with the South Carolina AHEC Learning Portal (ALP)
- Mentor student teams participating in quality improvement projects
- Work with program faculty to coordinate clinical rotation/fieldwork placements
  - *Note: You should work with your program to schedule your clinical rotations.*
- Provide housing for rural clinical rotations as needed and as available
- Facilitate Interprofessional Team Case Conferences (ITCC)

### Lowcountry AHEC

**Kimbley Stephens** | (843) 782-5052, ext. 106 | [stephensk@lcahec.com](mailto:stephensk@lcahec.com)

Kimbley Stephens is a Health Professions Student Coordinator for Lowcountry Area Health Education Center. She received a BSHS in Community Health from Georgia Southern University in 1998 and a MSED in Health and Physical Education from Virginia Polytechnic Institute and State University in 2005. She coordinates the clinical rotations of health professions students in rural or underserved areas of the Lowcountry. Kim is a National Health Service Corps Ambassador.

**Emily Warren** | (843) 782-5052, ext. 105 | [warrene@lcahec.com](mailto:warrene@lcahec.com)

Emily Warren has been a Health Professions Student Coordinator at Lowcountry AHEC for 18 years. Emily received a BS in psychology from the College of Charleston and a MSW from The University of South Carolina. She has been employed with Lowcountry AHEC since July 2000. Prior to AHEC, she worked as a medical social worker at Colleton Medical Center. Currently, she interfaces with South Carolina academic institutions to assist with identification of preceptors and clinical rotation sites. Emily facilitates various interprofessional activities including the Interprofessional Team Case Conference (ITCC) and the Pipeline Activity. She has presented with colleagues at several conferences recently on *Utilizing Telehealth Technology to Provide Community-Based, Interprofessional Clinical Practice Experience for Diverse Learners*. Emily is a National Health Service Corp Ambassador.

### *Mid-Carolina AHEC*

**Casey Cato** | (803) 286-4121 | [ccato@comporium.net](mailto:ccato@comporium.net)

Casey joined Mid-Carolina AHEC in March 2019 as a Health Professions Student (HPS) Coordinator. She received her Bachelor of Interdisciplinary Studies (BAIS) degree with concentration in Early Childhood Education from the University of South Carolina. Prior to joining the AHEC team, Casey taught grades 4K through 2<sup>nd</sup> grade for 30 years. She is looking forward to working with the health professions students to help them have a great educational experience in the rural communities.

**Sara Newton** | (803) 286-4121 | [saranewton@comporium.net](mailto:saranewton@comporium.net)

Sara joined Mid-Carolina AHEC in 2021 as a Health Professions Student (HPS) Coordinator. Prior to this role, she served as the Director of Utilization Management at a local behavioral health facility. Her advocacy and strong desire to help others provide a solid foundation for the complex facilitation of roles and resources as an HPS Coordinator. Sara is a graduate of Winthrop University with a Masters of Education in Counseling and Development in Clinical Mental Health Counseling.

### *Pee Dee AHEC*

**Katrina Perry** | (843) 777-5345 | [katrina.perry@mcleodhealth.org](mailto:katrina.perry@mcleodhealth.org)

Katrina joined Pee Dee AHEC in 2018 as the Allied Health Student Coordinator. She transitioned to the Health Careers Program Coordinator (HCP) in 2019 and now serves as a Health Professions Student Coordinator. Katrina earned a Bachelor of Science in Healthcare Administration in 2018 and a Master's in Business Administration in 2021. Prior to joining Pee Dee AHEC, Katrina worked in higher education as a healthcare program manager for over 15 years and has also worked with South Carolina Apprenticeship to develop apprentice programs in the Pee Dee region.

**Becca Hamilton** | (843) 777-5341 | [becca.hamilton@mcleodhealth.org](mailto:becca.hamilton@mcleodhealth.org)

Becca Hamilton joined Pee Dee AHEC in February 2021 as the HPS Coordinator for Medical and PA students. She has a Bachelor of Business Administration from Francis Marion University with a concentration in Marketing and a Master of Business Administration from Mississippi State University with a minor in Marketing. Prior to joining AHEC, she was the Marketing and Communications coordinator for a charter school in Florence, SC. She also worked for 7.5 years as a business to business sales consultant for Monster.com. She is married with a very energetic son and 2 stepchildren.

### *Upstate AHEC*

**Tina Fulton** | (864) 349-1168 | [tfulton@upstateahec.org](mailto:tfulton@upstateahec.org)

Tina joined Upstate AHEC in 2005 as a Program Assistant/Marketing Coordinator and transitioned to a Health Professions Student Coordinator in 2010. As HPS coordinator, she collaborates with other staff to anticipate and meet the needs of health professions' schools, students, and preceptors. Tina has a multitude of experience from several different areas including administrative, information technology, and media relations. She received

her Bachelor's degree from Furman University in Business Administration and is currently working towards obtaining her MBA. She is the mother of two very energetic daughters and enjoys volunteering in her church community.

## Ways to stay connected

In addition to ongoing communication with your AHEC Scholars Advisor, we encourage you to stay active and engaged in the AHEC Scholars Community by reading the newsletter of learning opportunities (emailed monthly) and connecting with us on [LinkedIn](#), [Twitter](#) and [Facebook](#).



## South Carolina AHEC Scholars Faculty

AHEC Scholars faculty serve as your mentors. They will be source of information and guidance, as well as help you navigate the AHEC Scholars program and your academic program requirements. The faculty are available to help you determine how your program-specific courses, experiences and training opportunities fit into the AHEC Scholars curriculum.

### *South Carolina AHEC Faculty*

#### **Jennifer Bailey, MEd** | [baileyje@musc.edu](mailto:baileyje@musc.edu)

Jennifer Bailey, is the Associate Program Director for Education and Evaluation and Director of the Office for Telehealth Education at the South Carolina Area Health Education Consortium. She serves as Associate Director for Community Affairs with the Office of Interprofessional Initiatives and Assistant Professor at the Medical University of South Carolina (MUSC). Prior to her role with SC AHEC, she served in leadership positions at Wake Forest School of Medicine, facilitated the interprofessional core course at the University of South Carolina, directed the required interprofessional core course for MUSC Students, and worked with the MUSC Health clinical enterprise to develop teamwork and interprofessional collaboration training for all clinical staff. She is a Master Trainer for TeamSTEPPS® and has advanced training in quality improvement and change leadership from the Institute for Healthcare Improvement. Bailey has over 15 years of experience developing, facilitating, and evaluating health professions clinical and didactic education programs, interprofessional education and practice, teamwork training initiatives and professional development curricula for a variety of health care providers. Her research interests include participatory research, social determinants of health, interprofessional collaborative practice and education, patient safety and quality.

#### **Ann Lefebvre, MSW, CPHQ**

Ann comes to the South Carolina AHEC with extensive experience as the associate director of the North Carolina AHEC program. She has leadership experience in strategic planning methods and the incorporation of new programs into an existing organization's infrastructure. She has been directing the North Carolina Practice Support Program, a statewide, quality improvement initiative serving primary care practices with a focus on improving clinical outcomes and patient satisfaction. This program has been recognized nationally as a model for practice facilitation and coaching. Ann has helped secure more than \$35 million in federal, state and philanthropic funds and has championed the use of technology in the provision of clinical care. She has collaborated and consulted with state and federal agencies and academic health systems to advance population health and respond to evolving health care needs.

Ann received her Bachelor of Arts in Speech and Hearing Handicapped Education from Plattsburgh State University and a Master of Social Work from East Carolina University. She has a faculty appointment at the University of North Carolina Chapel Hill School of Medicine.

### *MUSC Faculty*

#### **Anthony DeClue, PharmD** | [decluea@musc.edu](mailto:decluea@musc.edu)

Anthony DeClue received his Doctor of Pharmacy from the Medical University of South Carolina in 2016, where he now serves as an assistant professor in the department of Clinical Pharmacy and Outcomes Sciences. He works as a community pharmacist for both MUSC Family Medicine as well as Walmart pharmacies. Currently, he serves on the national executive board for Phi Lambda Sigma, the Pharmacy Leadership Society. Prior to becoming a pharmacist, Anthony earned a Master's Degree in English and, in

addition to his passion for teaching and pharmacy practice, he maintains a love for literature and the humanities.

**Catherine Durham, DNP, APRN, FNP-C | [durhamc@musc.edu](mailto:durhamc@musc.edu)**

Dr. Cathy Durham is the Director of the DNP Program and Assistant Professor in the Doctor of Nursing Practice Program at the College of Nursing. She earned her Bachelors of Science in Nursing from Purdue University, Master of Science in Nursing from the University of South Carolina and her Doctor of Nursing Practice from the Medical University of South Carolina. Dr. Durham is an ANCC certified Family Nurse Practitioner.

She is currently the Chair of the advisory committee for the State Board of Nursing, the vice president for the Low Country Advanced Practice Association and a member of the American Academy of Nurse Practitioners. Dr. Durham is also an active drilling Reservist in the US Navy and holds the present rank of Captain. Dr. Durham was selected as the Assistant Deputy Chief of Staff for Navy Reserve, Navy Medicine Education and Training Command and is responsible for the facilitation of education and training programs that serve the 7,000 Navy Reserve Medicine Personnel. In addition to her program director role, Dr. Durham is the primary investigator (PI) for Choose Well, a grant project focused on increasing education content and clinical experiences regarding contraceptive options for advanced practice nurses across the pediatric, family and adult geriatric tracks. Dr. Durham is also a PI for a new HRSA Behavioral Health grant which seeks to provide educational stipends for behavioral health nurse practitioner students and increasing interprofessional clinical rotations. Dr. Durham also has previous experience in telehealth and telesupervision in a rural underserved clinic.

Dr. Durham maintains active practice in primary care in the underserved. Her interests include primary care, chronic disease management, and work injury prevention.

**Matthew Ewald, MPAS, PA-C | [ewald@musc.edu](mailto:ewald@musc.edu)**

Matt Ewald is currently an instructor in the MUSC Physician Assistant Program and serves as the program's Clinical Coordinator for Operations. Matt has practiced clinically at the MUSC adult emergency room since graduation from the MUSC PA program in 2011. He was an active alumnus and guest speaker for the PA program until he became a faculty member in 2016. Matt serves as a PA student preceptor, didactic year instructor, and clinical year faculty at MUSC. Matt also works with a team of interprofessional faculty on a grant initiative focused on building the healthcare workforce to serve underserved populations. He strives to provide PA students a diverse clinical year education, which includes rural rotation experience, medical simulation, and also student work-life balance.

Matt graduated from West Virginia University in 2008, with a degree in Exercise Physiology, prior to pursuing his career as a physician assistant in South Carolina.

**Kristen Hood Watson, MD | [watsonkh@musc.edu](mailto:watsonkh@musc.edu)**

Dr. Kristen Hood Watson is a Family Medicine physician at Medical University of South Carolina with a clinical interest in preventive health. Originally from Maryland, Dr. Hood Watson received her medical degree from the University of Maryland School of Medicine. She completed her Family Medicine residency at Trident/MUSC where she served as chief resident from 2013 to 2014.

Since graduation, she has focused on her interest in medical student education locally and nationally through involvement with the Society of Teachers of Family Medicine (STFM). She has served as the Family Medicine clerkship director since 2014. More recently, Dr. Hood Watson has become the Assistant Dean for Resident Inclusion and looks forward to collaborating on current diversity and inclusion efforts at the University as well as continuing to develop inclusion initiatives.

**Joni Nelson, PhD, MS | [nelsonjd@musc.edu](mailto:nelsonjd@musc.edu)**

Dr. Joni Dunmyer Nelson, a native of Ravenel, South Carolina, is an Assistant Professor and Deputy Director in the Division of Population Oral Health at the James B. Edwards College of Dental Medicine and also serves

in a dual appointment role in the Department of Public Health Sciences, College of Medicine. As a Health Promotion, Education and Behavioral specialist her research foci are qualitative research evaluation, social determinants of health equity, quality improvement science and collaborative care workforce models to reduce rural oral health inequities, in support of an interprofessional approach to improve population health outcomes. She is the program director for the Dental Safety Net Certificate Program and teaches a public health research methods course. She was appointed as a 2017 National Rural Health Association Fellow and serves as the National State Representative of South Carolina for DentaQuest Foundation's Oral Health 2020 Network, an initiative to improve oral health for all.

Dr. Nelson is a graduate of the Arnold School of Public Health in Health Promotion, Education and Behavior from the University of South Carolina and received a Masters in Biomedical Sciences from the Medical University of South Carolina.

## *USC Faculty*

### **Betsy Blake, PharmD** | [blake@cop.sc.edu](mailto:blake@cop.sc.edu)

Betsy Blake, Pharm.D., is the director of interprofessional education and an associate professor in the Department of Clinical Pharmacy and Outcomes Sciences at the University of South Carolina College of Pharmacy. She practices in a patient-centered medical home primary care clinic affiliated with Palmetto Health Richland, collaborating with providers to improve care for patients with diabetes. Blake received her doctor of pharmacy degree from the Medical University of South Carolina's College of Pharmacy in 2000. She then completed a pharmacy practice residency (2000-2001) and a primary care residency (2001-2002) at the Medical University of South Carolina. Since joining the faculty at the University of South Carolina College of Pharmacy in 2006, Blake has earned many teaching awards, including Teacher of the Year in 2010 and then the USC Clinical Practice Teaching Award in 2011. She was also named the Midlands Region Mentor of the Year in 2013. In 2016, she received the South Carolina Pharmacy Association Ken Couch Distinguished Mentor Award.

Blake has been involved with interprofessional education at the College of Pharmacy since 2009 as a charter faculty advisor for the IHI Open School for the Health Professions chapter. She now serves as the co-director for the university's committee for interprofessional education for the health sciences, which includes faculty members and students from all five of the university's health science programs.

### **Teri Browne, PhD** | [brownetm@mailbox.sc.edu](mailto:brownetm@mailbox.sc.edu)

Associate Professor Teri Browne joined the faculty of the College of Social Work in 2008, where she is also co-director of the Interprofessional Education for the Health Sciences. In 2017, Browne was inducted as a Society for Social Work and Research (SSWR) Fellow for her work as serving with distinction to advance the mission of the society. Prior to joining the University of South Carolina, Browne worked professionally for 18 years in New York, California and Illinois as a rape crisis counselor, nephrology social worker and director of social work for a dialysis center.

Browne is currently principal or co-investigator on eight externally-funded research awards. This includes serving as co-investigator for two studies on kidney disease treatment and transplant access. Funded by the Patient Centered Outcomes Research Institute, she is working to improve patient care from the early stages of kidney disease to kidney failure and determining whether the changes lead to improved health. The goal is to provide a nationwide model to improve the treatment of patients and families' well-being. Another study, funded by the National Institutes of Health, aims to eliminate health disparities in kidney transplant access among African American End Stage Renal Disease (ESRD) patients in Georgia, North Carolina and South Carolina by implementing a Reducing Disparities in Access to Kidney Transplantation (RaDIANT) regional study to increase rates of referral and medical evaluation.

Professor Browne's publications focus on nephrology (kidney diseases), health social work and enhancing interprofessional health education. She recently co-authored scientific journal articles on topics including,

improving kidney transplant waitlists and reducing racial disparity, advancing social work education for health impact, and perceptions of long-term care residents' candidacy for kidney transplantation. Her publications have appeared in scholarly journals, such as the American Journal of Public Health, Journal of Behavioral Medicine and Clinical Kidney Journal.

Browne has served as Co-Chairperson of the Council of Social Work Education SBIRT Consortium and the Society of Social Work and Research conference abstract cluster co-chair. She is also editor-in-chief of the Journal of Nephrology Social Work since 2015. Active in the American Association of Kidney Patients, Browne is director at large for the board of directors and program chairperson for the annual meeting.

Browne received her Master of Social Work from the State University of New York at Buffalo. She earned her Ph.D. in Philosophy from the University of Chicago's School of Social Service Administration.

**Laura Ernst, MPAS, PA-C, AT | [Laura.Ernst@uscmed.sc.edu](mailto:Laura.Ernst@uscmed.sc.edu)**

Laura Ernst graduated the University of South Carolina in 2000 with a Bachelor of Science – Athletic Training. She became a Certified Athletic Trainer and worked at a local high school as both the ATC and the Sports Medicine Teacher. During that time, her interactions with her supervising physician and his Physician Assistant, inspired her to go to Physician Assistant school. Laura worked at Palmetto Richland (now Prisma) hospital as a Patient Care Associate in the Level 1 Trauma Center/Emergency Department as she went back to UofSC to complete her prerequisites. She attended the Medical University of South Carolina Physician Assistant Program and graduated in 2007. She has since worked in the Emergency Department and for the U.S. Army at Fort Jackson for the last 10 years. She has been the Director of Clinical Education at the UofSC SOM PA Program since 2019. She graduated with her Masters in Adult and Higher Education in December 2019.

In Laura's spare time, she likes to spend time with her family and boyfriend. She also has 2 cats that are spoiled rotten! Whenever possible, she goes to Disney World once or twice a year. Her interests include: Gamecock sports, history, architecture, traveling and gardening.

**Alicia Ribar, PhD, RN, FNP-BC | [ribara@mailbox.sc.edu](mailto:ribara@mailbox.sc.edu)**

Dr. Ribar has practiced professional nursing for 26 years and has over 20 years of advanced practice nursing experience. She began her career with a Bachelor of Science in Nursing from The University of Toledo, Medical College of Ohio, and subsequently worked in a variety of clinical settings and roles. In 1998, she completed her Master of Science in Nursing at Wright State University becoming a Family Nurse Practitioner. She is certified as a Family Nurse Practitioner by the American Nurses Credentialing Center and is recognized as an Advance Practice Nurse by the Ohio and South Carolina Boards of Nursing. In 2012, she completed her PhD in Nursing at Duquesne University concentrating in Epidemiology and transcultural health disparities. She has had active clinical practices in both acute care and primary care pediatric/family practice settings.

**Andrew Vaughn, MD | [andrew.vaughn@uscmed.sc.edu](mailto:andrew.vaughn@uscmed.sc.edu)**

Andrew Vaughn is a Family Medicine physician at Prisma Health in Columbia, SC. He is currently also faculty with the University of South Carolina School of Medicine. He is originally from Lexington, SC and currently resides in Columbia, SC. Dr. Vaughn received his medical degree from the University of South Carolina School of Medicine, Columbia Campus. He completed his Family Medicine residency training at Prisma Health where he served as chief resident from 2017-2018 and was awarded Resident of the Year in 2018 by the GME office of Prisma Health.

Dr. Vaughn's professional interests including Point-of-Care Ultrasound (POCUS) in Primary care as well as outpatient procedures in primary care. In pursuit of these interests, Dr. Vaughn has been active in the development and implementation of continuing medical education courses in the fields of POCUS for both local and national institutions. Dr. Vaughn has also served as the Director of Undergraduate Medical Education for the Department of Family Medicine at Prisma Health since 2019 where he works to direct medical education clerkships for Medical Students, PA students, and athletic training students

# Frequently Asked Questions

## **When will I finish the program?**

- Upon graduation of your academic degree program

## **How can I meet the hours required?**

- See page 6 for a listing of available opportunities

## **How does this relate to other training programs I am involved in?**

- AHEC Scholars is a complementary program to the Safety Net Dental program, Rural Interprofessional Behavioral Health Scholars, and ANEW programs. While we cannot guarantee all work will be eligible, we will make all efforts to ensure all relevant work will be counted for both programs. Please see your faculty for more information.

## **How will this program benefit me, given all the other demands of training? How will being an AHEC Scholar help me to find a job upon graduation?**

- See page 4 for listing of program benefits

## **What's the difference between experiential and didactic credit hours?**

- Didactic education consists of online learning modules and elective classes in which material is presented through lectures and readings. Experiential training gives students the opportunity to apply/practice what has been learned in didactic settings, such as with hands-on activities or simulations. Some activities may involve both didactic and experiential components, such as Institute for Primary Care seminars.

## **How can I check to see if my field placement/clinical rotations or volunteer activities will count toward my experiential hours?**

- For experiential credit, these activities must be focused on rural or underserved populations and need to be in team-based settings. To determine eligibility, reach out to your AHEC Health Professions Student Coordinator.

## **How will my progress be monitored? Who should I contact if I have any questions?**

- AHEC Health Professions Student Coordinators monitor each Scholar's progress by reviewing individual transcripts within the AHEC Learning Portal and providing one-on-one advising.

## **How can I find more experiential opportunities? And how do I schedule these?**

- At least monthly, you will receive an AHEC Scholars newsletter which highlights both experiential and didactic programs coming up and how to register. In addition, you can always contact your AHEC Health Professions Student Coordinator for guidance on additional opportunities.

## **Is it possible to complete the required hours in the given time frame?**

- Yes, the program is designed to be self-paced and adaptable to fit your unique schedule.

## **Do courses taken prior to admission to the AHEC Scholars program count toward credit hours?**

- No, credit hours prior to admission are not eligible to be counted towards your requirements.

## **Are there any meetings where we have to travel and/or be physically present?**

- At this time, the program can be completed virtually. Travel is not required, but there are opportunities to attend in-person activities when available, such as continuing professional



development programs, ride-alongs with SCORH Practice Transformation Coaches, and Interprofessional Team Case Conferences at regional AHEC Centers.

**When do our field placement activities take place?**

- This varies based on the Scholar's academic program. Please contact your AHEC Health Professions Student Coordinator for more information.

**Will we have the opportunity to get experience working with a provider that utilizes telehealth in their practice?**

- There may be opportunities depending on your geographic location, and there are several online modules available which provide telehealth training, such as the Telepresenter Certification course.

**Are there experiential hours able to be completed Friday-Sunday to allow for normal academic schedules?**

- Many programs are offered in the evenings and the self-paced online modules can be completed whenever is most convenient for you.

## *AHEC Scholars Checklist*

### **Year 1**

- ☐ Attend orientation
- ☐ Complete baseline evaluation measures
- ☐ Complete required online modules:
  - *AHEC Scholars Introduction*
  - *Introduction to SC AHEC Core Topics*
  - *Telepresenter Certification*
  - *TeamSTEPPS® for Office-Based Care*
- ☐ Participate in at least one *Interprofessional Team Case Conference*
- ☐ Complete a total of 40 contact hours of didactic activities
- ☐ Complete a total of 40 contact hours of experiential activities

### **Year 2**

- ☐ Complete a total of 40 contact hours of didactic activities
- ☐ Complete a total of 40 contact hours of experiential activities
- ☐ Complete required online modules:
  - *Quality Improvement Fundamentals & Methodology*
  - *Practice Transformation*
  - *AHEC Scholars Capstone*
- ☐ Participate in at least one *Interprofessional Team Case Conference*
- ☐ Complete end-of-program evaluation

### **One Year Follow Up**

- ☐ Complete the post-graduation AHEC Scholars Follow Up Evaluation one year after program completion/graduation



Activity Tracking Sheet – Year 1

Activity	Hours		Core Topics Included
	Exp.	Didactic	

## Activity Tracking Sheet – Year 2



---

[www.scahec.net](http://www.scahec.net)